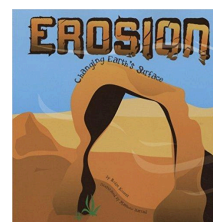


Unit 2: The Forces of Wind and Water



WEEK 2 Day 2

Writing Procedure

Deconstruction and Joint Construction: Title, Goal, and Final Comment

Joint Construction: Verbs

Content Objective	With my class, I can write the title, goal, and final comment for a procedure. (W.3.2, W.2)
Language Objective	With a small group, I can write and draw precise imperative verbs related to a topic. (W.2.2.a)
Vocabulary	goal: aim; objective; what someone wants to accomplish imperative verb: verb that gives directions materials: the items needed to complete a procedure precise: exact; specific procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure title: the name of a piece of writing verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Procedure anchor chart, from Week 1, Day 1 ● jointly constructed procedure steps, from Week 1 ● jointly constructed procedure materials, from Day 1 ● <i>Erosion: Changing Earth's Surface</i>, Robin Koontz Flag page 22. ● soil experiment jar, from Week 1, Day 3 ● Procedure Verbs: Science chart, from Week 1, Day 4 ● chart paper, 3 sheets Write a different heading at the top of each sheet of chart paper: Procedure Verbs: Art, Procedure Verbs: Yoga, Procedure Verbs: Building. ● procedure mentor texts, from Week 1, Day 1, for children's

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	reference Before the lesson, sort the mentor texts by topic: Science, Art, Yoga, Building ● markers and other writing and drawing tools
Opening 1 minute	<i>Today we are going to complete our class procedure, and you will begin planning your own procedures!</i>
Joint Construction 5 minutes	Refer to the Procedure anchor chart. <i>We have been working on the materials and steps for our procedure. Now, let's go back and write the title and goal.</i> Show the jointly-constructed procedure charts. <i>Remember, the goal tells what the procedure is supposed to accomplish. Sometimes the goal is included in the title.</i> Think, Pair, Share. <i>Think about our procedure. What is the goal of this experiment?</i> Decide as a class what the goal is. Decide on a title together. Write the title and goal (which may be the same goal included in the title) above Materials. See the following example. Title: Soil Experiment Goal: To see what happens when soil is mixed with water. Materials: one-quart glass jar soil, enough to fill the jar $\frac{2}{3}$ of the way water 1 popsicle stick
Deconstruction and Joint Construction 8 minutes page 22	<i>Something we have not included in our procedure is a final comment. Not all procedures end with a final comment. The River of Ice activity ended with questions. I wonder if other science experiments do, too. Let's take a look at one of our books to find out.</i> Point to the questions at the end of the procedure on page 22. <i>This experiment also ends with questions.</i> Read the questions. Show the soil experiment jar. <i>Let's take another look at what happened in our experiment.</i>

	Think, Pair, Share. <i>Are there questions we should add to the end of our procedure to help Kindergarten students discuss what happened?</i> Harvest the children’s ideas. Discuss the final comment as a class and record it in the chart. See the following example. Steps: 1. Pour soil into the jar until it is $\frac{2}{3}$ full. 2. Pour water into the jar until it is full. 3. Stir the soil and water with a popsicle stick. 4. Screw the lid tightly onto the jar. 5. Shake the jar until the soil and water are fully mixed. 6. Put the jar in a safe place to let it sit over the weekend. Final Comment: After several days, observe the jar. What happened? Why did that happen?
Joint Construction 15 minutes	<i>Now that we’ve read and practiced procedures together, you have a chance to write your own procedures! The procedures you write will be available for your classmates to follow during Studios, so you should think about writing something that can be done in the classroom, with the materials we have.</i> Refer to the Procedure Verbs charts. <i>You could design a science experiment, you could write instructions for an art project or for building a structure; you could even make up your own yoga pose!</i> <i>Think about which kind of activity you would like to write a procedure for. Today you will meet with a small group of classmates writing about the same topic, and you will think of verbs that you could use to write your procedure in that area. For example, if you are in the Art group, you might write and draw verbs such as “cut” or “glue.”</i> On the board, model writing “cut” and drawing a pair of scissors cutting a piece of paper. <i>If you are in the Science group, review the verbs that we generated together, and add more precise, imperative verbs.</i> Group children according to their topic choices. Send them in small groups

	to draw and write verbs on the appropriate chart paper. Provide them with mentor texts related to their topics, for reference. As children work, circulate to support them in generating verbs that relate to the topic and that are in the imperative.
Closing 1 minute	<i>Today we completed our class procedure, and you began working together to generate verbs for your own procedures. Tomorrow you will begin writing the steps in your procedures.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Ongoing assessment	Reflect on the whole group work. Do the title and goal accurately introduce the procedure? What questions do children generate? Are they appropriate for the procedure and audience? Observe and take notes during small group work. Do the children generate precise verbs? Are they related to the topic? Do they understand the use and form of imperative verbs? What are their confusions?

Notes
